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ABSTRACT

This collection of abstracts is part of a continuing series providing information of recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) spelling as a cognitive-linguistic developmental process; (2) the impact of cursive writing models on spelling achievement; (3) an intelligent computer-assisted learning program to teach the use of the comma; (4) the effects of visualization training on spelling consciousness and spelling achievement; (5) teaching through storytelling; (6) creative dance music and spelling in primary students; (7) learning word meanings from text context; (8) the effects of self-monitoring and self-administered consequences on the study of spelling; (9) vocabulary teaching strategies for intermediate grade students; (10) the impact of "Think," a language arts thinking skills program, on Scholastic Aptitude Test (SAT) verbal scores; (11) a systematic vocabulary development model for use in the secondary school; (12) the effects of manuscript and cursive handwriting on the decoding and encoding skills of third grade students; (13) the effects of two methods of teaching English grammar on student achievement and attitudes; (14) the effect of the application of the concepts of sequencing, mastery, and reinforcement on achievement in basic English skills; and (15) the effects of a staff development program on students' handwriting. (MM)

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Abstracts of the following dissertations are included in this collection:

Bookman, Myra Orbach
SPELLING AS A COGNITIVE-LINGUISTIC DEVELOPMENTAL PROCESS: A STUDY OF TWO SUBGROUPS OF LEARNING DISABLED ADULTS

Davis, Gordon Michael
WORD POWER: A SYSTEMATIC VOCABULARY DEVELOPMENT MODEL FOR USE IN THE SECONDARY SCHOOL CURRICULUM, WITH SOME RESULTS OF A PILOT PROGRAM. (VOLUMES I AND II)

Eder, Sandra S.
THE EFFECT OF CURSIVE-WRITING MODELS ON SPELLING ACHIEVEMENT

Keller, Arnold
THE COMMA CONVERSER: AN INTELLIGENT COMPUTER-ASSISTED LEARNING PROGRAM TO TEACH THE USE OF THE COMMA

LaHaie, Thomas Henry
A COMPARATIVE ANALYSIS OF THE EFFECTS OF MANUSCRIPT AND CURSIVE HANDWRITING ON DECODING AND ENCODING SKILLS OF 40 THIRD GRADE STUDENTS

Lindley, Holly A.
THE EFFECTS OF VISUALIZATION TRAINING ON SPELLING CONSCIOUSNESS AND SPELLING ACHIEVEMENT

Lippert, Margaret Hodgkin
TEACHING THROUGH STORYTELLING: DEVELOPMENT OF INSTRUCTIONAL MATERIALS

Lundgren, Carol Anne
AN EXPERIMENTAL STUDY OF THE EFFECTS OF TWO METHODS OF TEACHING ENGLISH GRAMMAR ON ACHIEVEMENT AND ATTITUDES

Pratt, Lorraine Nichols
THE EFFECT OF THE APPLICATION OF THE CONCEPTS OF SEQUENCING, MASTERY, AND REINFORCEMENT ON ACHIEVEMENT IN BASIC ENGLISH SKILLS

Rose, Albirda Jean Landry Charles
THE EFFECTS OF CREATIVE DANCE MOVEMENT ON DEVELOPMENT OF A SPECIFIC COGNITIVE SKILL (SPELLING) IN PRIMARY STUDENTS

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THE EFFECT OF UNDERLINING, AND DIFFERENT LEVELS OF VERBAL ABILITY, ON THE SPELLING PERFORMANCE OF COLLEGE STUDENTS

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LEARNING WORD MEANINGS FROM TEXT CONTEXT

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PROCESSING TIME, QUESTION TYPE, AND COMPREHENSION OF COMPRESSED SPEECH WITH ADJUNCT PICTURES

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AN INVESTIGATION OF THE EFFECTIVENESS OF SELECTED VOCABULARY TEACHING STRATEGIES WITH INTERMEDIATE GRADE LEVEL CHILDREN

Upton, Jean Dudley
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THE EFFECTS OF THINK--A
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SENIOR HIGH SCHOOL

SPELLING AS A COGNITIVE-LINGUISTIC DEVELOPMENTAL PROCESS: A STUDY OF TWO SUBGROUPS OF LEARNING DISABLED ADULTS

Order No. DA8317644

BOOKMAN, MYRA ORBACH, PH.D. *University of Colorado at Boulder*, 1983. 146pp. Director: Professor Natalie Hedberg

The purpose of this project was to study whether the difficulties evidenced by adults who have spelling deficiencies not predicted by low intelligence or environmental or physical factors, are indicative of a specified phase of development (developmental lag) or are suggestive of qualitative differences (deviance). This question was probed by comparing two affected subgroups, one with reading *and* spelling difficulties and one which presented with spelling only, and a spelling-age control group of fifth grade children using an error analysis paradigm based on normal developmental sequences which reflect growth toward phonemic/orthographic expertise.

Forty-eight subjects participated in the study, 32 spelling disordered adults and 16 controls. Items on the Wide Range Achievement Test (WRAT) Spelling test (Levels I and II) were error analyzed for developmental strategy sophistication on a 6-point scale and for the presence of sequencing/orientation errors. The effects of group membership and item difficulty were examined.

Results revealed that the groups were differentiated on sophistication of developmental strategy with reading *and* spelling adults closer to controls than spelling-only adults on a number of parameters. Spelling-only adults used more advanced strategies in general, and tended not to degrade to nonphonetic renderings as items became more difficult as did the other groups. While this revealed skill with the phonemic and orthographic aspects of the task for the spelling only subjects, their undifferentiated performance on easy items was indicative of a weakness in word specific knowledge suggesting an entailment of spelling which goes beyond phonemic and orthographic information. Reading *and* spelling disordered adults represented a less sophisticated point on the developmental continuum with respect to spelling errors and were interpreted as being more generally language impaired.

Major conclusions were that the attempts of all groups represented a developmental continuum of phonemic/orthographic ability rather than a dichotomous grid of phonetic-nonphonetic or visual-auditory components. Sequencing/orientation errors appeared to be epiphenomena of developmental sophistication and not unique to the dyslexic groups. Important differences between standardized test scores and qualitative error analysis were affirmed suggesting both are necessary for full information.

WORD POWER: A SYSTEMATIC VOCABULARY DEVELOPMENT MODEL FOR USE IN THE SECONDARY SCHOOL CURRICULUM, WITH SOME RESULTS OF A PILOT PROGRAM. (VOLUMES I AND II)

Order No. DA8318463

DAVIS, GORDON MICHAEL. ED.D. *University of Pennsylvania*, 1983. 533pp. Supervisor: Dr. Allan A. Glatthorn

Designing, implementing, and evaluating a vocabulary development curricular program for use in the upper grades of a suburban Philadelphia public secondary school are described in this dissertation. The study's purpose was to answer the question, "How can vocabulary development in the junior and senior years of high school be made more effective as determined by criterion-referenced test results, students' expressions of positive attitudes about curricular materials, and teachers' judgments of the materials as being suitable, in a way that is acceptable to students and teachers?" The problem of seeking an answer to this question entailed both vocabulary development and curriculum development methodologies.

Answering the question required assessment of others' perceptions of the problem, investigation of the form and content of a potentially effective solution, analysis of contextual elements that would bear upon the solution, deciding on methodology for developing a potentially effective program, and finally, development, implementation, and evaluation of the program.

It was found that a potentially effective and acceptable program of systematic vocabulary development would emphasize skill-building, rather than teaching individual words. Results of surveys of school district staff indicated that skills to be included in the pilot program should be directed at improving students' understanding of dictionary use, etymology, contextual analysis, structural analysis, polysemy, synonymy and antonymy, and figurative language.

The curriculum development method employed a modification of a five-step model, beginning with needs-analysis, curriculum mapping, development of a scope-and-sequence chart, evaluation and modification of the taught curriculum, and production of a loose-leaf curriculum notebook. Instructional delivery techniques included a programmed learning unit and two mastery learning units.

Evaluation of the program was accomplished through student and professional staff surveys, comparison of pretest and posttest mean scores, and assessment of entries in a researcher's field test log, kept throughout the implementation phase of the study. Evaluative data suggest that the modified five-step curriculum development plan used in the study was feasible, and that a skill-building, direct instructional approach provided effective and acceptable methodology for eleventh and twelfth grade vocabulary development instruction.

THE EFFECT OF CURSIVE-WRITING MODELS ON SPELLING ACHIEVEMENT

Order No. DA8322194

EDER, SANDRA S., ED.D. *Columbia University Teachers College*, 1983. 122pp. Sponsor: Professor A. Harry Passow

The purpose of this study was to determine the effect of cursive-style samples employed as visual instructional models in spelling word lists upon spelling achievement. Was the stimulus word better remembered visually in cursive or manuscript form when replication of the word was expected in cursive style? Moreover, since many spelling errors are actually handwriting errors, or misrepresentations of letters, would the cursive or manuscript model be more effective in reducing these errors in replication?

It was hypothesized that: (1) Pupils presented with cursive-style samples and receiving instruction in visualization would show significantly greater spelling achievement than pupils presented with cursive-style samples without instruction in visualization or than pupils presented with manuscript-style samples without instruction in visualization. (2) Pupils presented with cursive-style samples and receiving instruction in visualization would make significantly fewer spelling errors caused by faulty handwriting than pupils presented with cursive-style samples without instruction in visualization or than pupils presented with manuscript-style samples without instruction in visualization.

To test the hypotheses, a non-equivalent control group design was constructed. The treatment, consisting of commercial spelling textbook lessons, was administered to 76 fifth-grade subjects in three classes for 8 weeks. Experimental-group 1 received cursive models with instruction in visualization techniques. Control-group 2 received cursive models without instruction in visualization, and control-group 3 received manuscript models without instruction in visualization.

Spelling achievement was measured by the number of words spelled correctly on 8 weekly tests and on a standardized spelling post-test. In addition, an instrument for identifying handwriting errors was developed and applied to the 8 weekly tests. Data were analyzed by an analysis of covariance, with sex, chronological age, IQ, reading ability, and initial spelling achievement as covariates. Multiple regression analysis was used to test interaction effects.

This study did not yield support for the hypotheses. There were no statistically significant differences at the $p < .05$ level. Interaction effects were insignificant. The conclusion was reached that cursive-style models with instruction in visualization did not produce higher spelling achievement than manuscript models.

THE COMMA CONVERSER: AN INTELLIGENT COMPUTER-ASSISTED LEARNING PROGRAM TO TEACH THE USE OF THE COMMA

KELLER, ARNOLD, PH.D. *Concordia University (Canada)*, 1982.

Conventional frame-based CAL to teach the use of the comma depends on sentences that have been programmed into the computer instead of sentences that a student might himself write. This means the resulting lessons are exercises in recognizing errors in existing sentences, rather than in the composition of ones which are error-free. The thesis of this work is to show that a CAL program not subject to these limitations can be built and run by using an algorithmic representation of knowledge, a formal model of the student, and a metalanguage.

The COMMA CONVERSER (or COMCON) overcomes such limitations by accepting as input any sentence the student enters, creating an internal representation of it, and initiating a set of exchanges with him about the correctness of the sentence's commas. This internal representation is based on a pattern-directed inference system which scans the input for key sentence features in configurations which indicate a high likelihood that commas should be used or omitted. COMCON builds a model of the student's input sentence that shows the presence and/or absence of these features, and as the exchanges with the student proceed, this model is updated to include data on the student's syntactical and semantic perceptions of his sentence. The exchanges themselves are in the form of "conversations" in which agreement is sought between the student and COMCON about the use of commas. In addition, there is a HELP facility which can be accessed at any time by the student and which offers both information and practice on concepts encountered during the exchanges. A recapitulation of the session and some brief remediation is given at the end of the set of exchanges.

A COMPARATIVE ANALYSIS OF THE EFFECTS OF MANUSCRIPT AND CURSIVE HANDWRITING ON DECODING AND ENCODING SKILLS OF 40 THIRD GRADE STUDENTS

Order No. DA8315473

LAHAIE, THOMAS HENRY, PH.D. *Michigan State University*, 1983. 120pp.

This study was concerned with the effects of manuscript and cursive handwriting formats on specific decoding and encoding skills of 40 third grade students entering fourth grade. The subjects were divided into below average and above average reading achievement groups based on teacher judgment which was verified with an informal word pronunciation test and oral reading of graded paragraphs.

Subjects were tested for dominant visualization format of words. They identified letters in lower case cursive and manuscript formats. Students pronounced matched word lists presented in typed, manuscript, and cursive formats. Students read matched paragraphs, at first grade reading difficulty, in typed, manuscript, and cursive formats. They encoded the lower case alphabet and eight words in manuscript and cursive formats. Subjects indicated a preference for reading and handwriting in either manuscript or cursive formats.

A repeated measures analysis of variance and other measures of significance lead to the following conclusions. The predominant format for visualization of words by both groups is lower case manuscript. Above average students can readily identify lower case cursive letters, but below average reading achievement students exhibit varied abilities with some students having considerable difficulty in cursive letter identification. Both groups can identify cursive letter errors in manuscript format and have no difficulty with letter recognition of lower case manuscript letters.

Both groups pronounce matched word lists more slowly in cursive format than in manuscript format. The cursive word format was not found to be a greater detriment for the below average than the above average reading achievement students.

Both groups read handwritten cursive paragraphs more slowly than typed or handwritten manuscript paragraphs. The cursive paragraph format was not found to be a greater detriment for the below average than the above average reading achievement students.

Encoding in cursive format is slower than encoding in manuscript for both groups. For several students in both groups, cursive encoding is significantly slower than manuscript encoding. A few students experience serious difficulty with cursive handwriting, taking nearly twice as long to encode when compared to manuscript handwriting. Student preferences for reading and handwriting manuscript and cursive formats are varied and were not found to be significantly different.

THE EFFECTS OF VISUALIZATION TRAINING ON SPELLING CONSCIOUSNESS AND SPELLING ACHIEVEMENT

Order No. DA8311273

LINDLEY, HOLLY A., PH.D. *Miami University*, 1982. 111pp.

The purpose of this study was to determine the effects of visualization training on spelling consciousness and spelling achievement. The following four research hypotheses were generated: (1) There is no significant difference in the level of spelling achievement for students given spelling instruction with visualization training and students given spelling instruction without visualization training. (2) There is no significant difference in the level of spelling consciousness for students given spelling instruction with visualization training and students given spelling instruction without visualization training. (3) There is no significant difference in the level of spelling achievement for boys given spelling instruction with visualization training and girls given spelling instruction with visualization training. (4) There is no significant difference in the level of spelling consciousness for boys given spelling instruction with visualization training and girls given spelling instruction with visualization training.

The sample consisted of 55 fifth-grade students from a suburban school district in southwestern Ohio. A non-equivalent control group design was employed in the study.

Pretests of spelling consciousness and spelling achievement were administered in September of the 1981-82 school year. The experimental group then received seven months of visualization treatment, which included spelling flashcards with error imitation, and two general drill strategies in which students were required to search for errors in spelling. All classrooms involved in the study used the same basal spelling text. Time allotments for spelling instruction were comparable in the participating classrooms.

Posttest measures were administered in May of 1982 by the test administrator. The measures were repeated from the pretests, and consisted of the spelling subtest of the Iowa Tests of Basic Skills (Form 7) and the Morrison-McCall Spelling Scale.

A one-way analysis of covariance with repeated measures was used in the analysis of results. Covariates included the language and reading stanine scores from the Metropolitan Achievement Tests.

The results indicated that all four research hypotheses failed to be rejected, since there were no significant differences in the main effect of group or the main effect of gender on spelling achievement or spelling consciousness. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

TEACHING THROUGH STORYTELLING: DEVELOPMENT OF INSTRUCTIONAL MATERIALS

Order No. DA8313373

LIPPERT, MARGARET HODGKIN, ED.D. *Columbia University Teachers College*, 1983. 393pp. Sponsor: Professor Gary A. Griffin

The purpose of this study was to develop a storytelling manual for teachers focused on teaching them how to learn and tell stories, and how to develop curriculum using stories to teach content in subject matter areas. The manual, entitled "Teaching Through Storytelling," was written integrating ideas and information from a review of related literature, analysis of questionnaire responses from teachers experienced in storytelling and teaching through storytelling, and the

researcher's knowledge and experience. The manual was reviewed by a panel of experts in storytelling, children's literature, curriculum development, teaching, and instructional product development, and revised to accommodate their suggestions.

Although dozens of manuals on storytelling have been published since 1890, none focus on using stories in curriculum development. Furthermore, the most recent storytelling manual for teachers was published in 1929. Recently there has been a surge of interest in storytelling nationwide, yet there is a lack of storytelling tradition in schools, partly because teachers lack materials instructing them in storytelling. This study focused on development of instructional materials for teachers to help meet this need.

The manual is sequenced from simpler to more complex activities. The first section focuses on developing storytelling skills. A step-by-step process of learning storytelling skills beginning with personal anecdotes, nursery rhymes, and familiar folk tales is described, followed by techniques for learning new stories, for adapting stories, and for writing original stories. Specific suggestions for self-evaluation through self-analysis and feedback from listeners are integrated with these learning experiences. The second section describes numerous ideas for using storytelling in teaching, including integrating storytelling with three models of curriculum development. A comprehensive procedure for integrating storytelling with the rational-empirical model of curriculum development is described and illustrated. A section containing rationale for using storytelling in teaching concludes the manual. The manual is written in a direct, personal, informal style to be as non-threatening as possible, and includes exercises to encourage readers' active participation. An audiotape of the stories used in the manual and a videotape which illustrates some of the techniques described were made to supplement the manual.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF TWO METHODS OF TEACHING ENGLISH GRAMMAR ON ACHIEVEMENT AND ATTITUDES Order No. DA8322526

LUNDGREN, CAROL ANNE, PH.D. *Arizona State University*, 1983. 114pp.

Improving the English grammar skills of college students is a problem facing business communications teachers. This study comparing the effects of programmed-text instruction and computer-assisted instruction on achievement and attitudes was undertaken to determine the relative merits of each method. A computer program on eleven English grammar topics was selected for the second experimental treatment. A quasi-experimental, pretest-posttest design was used. A researcher-prepared achievement test and the Remmers and Silance attitude scale were administered to 138 students in seven sections of Business Communications in a community college. Seven hypotheses dealing with differences in achievement and attitudes among the groups based on treatment, sex, and age were tested. The results substantiated previous research in that no significant difference in attitudes toward subject matter was found among the groups. However, in contrast to the findings of previous research comparing programmed instruction and computer-assisted instruction, significant differences in achievement were found between the two experimental groups. The programmed-text method was more effective than the computer-assisted method.

THE EFFECT OF THE APPLICATION OF THE CONCEPTS OF SEQUENCING, MASTERY, AND REINFORCEMENT ON ACHIEVEMENT IN BASIC ENGLISH SKILLS Order No. DA8319239

PRATT, LORRAINE NICHOLS. ED.D. *Northern Arizona University*, 1983. 103pp. Adviser: Eddie E. Sage

This study investigated the effects of the application of the concepts of sequencing, mastery, and reinforcement on student achievement in basic English skills. Ninth grade students at Moon Valley High School, numbering 482, made up the experimental group. The independent variable was the instructional program provided by the textbook, *The Great American Grammar Machine*, published by the National Textbook Company, Skokie, Illinois (1979), and written by Lorraine Pratt, author also of this dissertation. The control group consisted of 1842 ninth graders at the other eight District high schools. Five of these schools taught the instructional program provided by the textbook, *English Grammar and Composition*, Harcourt Brace Javanovich, 1977; the three other schools used *Building English Skills*, McDougal, Littell, 1977. The dependent variable was the District criterion referenced test given pre and post.

A study of the test data of the two groups indicated no significance difference between the control and experimental groups on the pretest. On the posttest the experimental group did 39% better on total scores; and on the two most complex skills, identification of complements and correct pronoun usage, the experimental group scored 69% and 309% higher respectively. The data also indicated that students studying under new teachers at Moon Valley High School scored as high or higher than those taught by the more experienced teachers at Moon Valley. An analysis of the data using the test of proportions indicated that the effect of the treatment was statistically significant to a high degree. Other observations were that because of the higher achievement of students in this area of basic English skills, they developed a more positive attitude toward English classes and toward school in general. Behavioral problems were reduced, and teacher morale was high because of students' success and reduced classroom problems.

THE EFFECTS OF CREATIVE DANCE MOVEMENT ON DEVELOPMENT OF A SPECIFIC COGNITIVE SKILL (SPELLING) IN PRIMARY STUDENTS Order No. DA8316460

ROSE, ALBIRDA JEAN LANDRY CHARLES, ED.D. *University of San Francisco*, 1982. 203pp. Chairperson: Joan S. Hyman

The purpose of this study was to investigate whether or not there was a measurable difference in learning and recall of spelling words among groups of children who were exposed to three different teaching methods. A further purpose was to investigate whether the effects of the methods would be measurably different for two age groups: second and fourth graders.

The theory of this study was based on the work of Piaget's *Origin of Intelligence* and Laban's movement concepts of space, time, force, and flow. Combining these two concepts, we may find that when spelling is used as a direct object (to be learned) and creativity used as the element for reconstructing the tools, to build upon already existing sensori-motor ability, through a creative dance method, then transference may take place. (See p. 24) Such a transference may enhance the student's spelling ability.

There were three major hypotheses. Hypothesis 1: Children exposed to a creative dance movement activity which integrated physical movement and letter shapes and sequences (creative dance movement) will have higher mean test scores than children who were exposed to no movement activity or to regulated movement activity unrelated to spelling instruction. Hypothesis 2: Second graders' test scores in spelling, when learning is enhanced through the use of creative dance movement activities, will have an effect size greater than that of fourth graders who are learning spelling under the same condition. Hypothesis 3: Children taught spelling using the creative dance movement approach will have higher mean scores on recall at one, two and three week intervals, when compared to those of the regulated movement and the no movement groups. Data did not support Hypotheses 1 and 3; the null forms of these hypotheses were not rejected. For Hypothesis 2, data did not support the assumption that second graders would have an effect size greater than fourth graders.

THE EFFECT OF UNDERLINING, AND DIFFERENT LEVELS OF VERBAL ABILITY, ON THE SPELLING PERFORMANCE OF COLLEGE STUDENTS

Order No. DA8314896

SELLERS, RALPH SOLOMON, PH.D. *The Catholic University of America*, 1983. 102pp.

Many college students do not spell well. Attempts to teach them to do so focus on cuing memory processes. Underlining is one way to do this.

The purpose of this study was to discover whether different uses of underlining in combination with different levels of verbal ability would make a significant difference in performance either immediately or over time. It also investigated interactions.

The subjects were drawn from the Annandale Campus of Northern Virginia Community College; all were enrolled in Developmental English courses.

The procedures included the use of the Nelson-Denny reading test to establish the two verbal ability levels in the study: the high verbal ability group mean was at the 25th percentile nationally; the low at the 7th percentile; and the mean for all subjects was at the 13th percentile nationally. One hundred words, randomly selected from vocabulary studies, were arranged in five daily exercises in three treatment groups: the first group used experimenter-provided underlining of the "hard-spots" in words; the second had subjects generate underlining in spots they found difficult; the third used no underlining. Besides the immediate post-test given each day, a long-term retention post-test followed in four weeks. The data was analyzed by ANOVA and in descriptive analysis.

The results showed that only the experimeter-provided underlining group on the immediate post-test performed significantly better than the no underlining group. High verbal ability subjects significantly out-performed low verbal ability subjects on all tests. Descriptive analysis did show that underlining, and particularly experimenter-provided underlining, consistently out-performed no underlining.

Prior research indicated high verbal ability and subject-generated underlining would prove the best combination for enhancing spelling performance. Results contradict this. There were clear benefits from the treatments and additional benefits from underlining, but reinforcement strategies are needed to maintain performance.

Future research should concentrate on exploring the characteristics of experimenter-provided and subject-generated underlining and their relationships to verbal skills.

LEARNING WORD MEANINGS FROM TEXT CONTEXT

Order No. DA8320775

SHEFELBINE, JOHN LAWTON, PH.D. *Stanford University*, 1983. 121pp.

Word count studies have consistently found that a large number of words occur in school materials and that the vast majority of these words appear rarely. These two characteristics present a major problem for vocabulary acquisition because it takes time to learn and maintain a large vocabulary, particularly when words are used so infrequently. One promising method of vocabulary learning involves inferring meanings from the context in which words naturally occur. Past research on learning from context, however, has been inconclusive, partly because of the inattention given to student and word variables. The present study examined how sixth grade students learn word meanings from the context of passages taken from a sixth grade basal reading textbook. It specifically investigated the effects of student background knowledge and the concept familiarity of unknown words.

In a mixed design, 32 sixth graders, representing a 2 x 2 x 2 x 2 set of between-subject factors (verbal ability, reasoning, gender, and replication), were individually tes'ed on words representing a 2 x 2 set of within-subject factors (text genre and occasion). Three kinds of measures (open-ended, general and precise recognition) were used to test word knowledge. Subjects were first pretested on potentially unknown words from the textbook passages. After a 1-2 week interval, a literary and an expository passage, containing a subset of the target words, were read to individual students while they followed along. Immediately after each passage reading, students retold what they remembered. Passages then were reread and students were tested on words they did not know on the pretest.

Analyses of the results indicated that, in the maximum performance conditions of the experiment, (1) students did learn word meanings from context; (2) high verbal students learned relatively more, even though they had less room for improvement; (3) reasoning, as measured by Raven's Progressive Matrices, was not a significant predictor; and (4) words representing familiar concepts were more likely to be learned than those representing unfamiliar concepts.

The study suggested that background knowledge in general and vocabulary knowledge in particular are important factors influencing learning from context. These variables have been ignored in past theories, which have emphasized the importance of strategies and skills.

THE EFFECTS OF SELF-MONITORING AND SELF-ADMINISTERED CONSEQUENCES ON THE STUDY OF SPELLING

Order No. DA8315910

SMITH, DEBORAH DIMMICK, PH.D. *University of Denver*, 1982. 128pp.

By employing self-control strategies in the classroom, it has been shown that children can learn to monitor their own behavior and administer appropriate contingencies, thus freeing up valuable teacher time and providing the students with increased responsibility for their own behavior. To date, the effects of self-monitoring, self-administered positive reinforcement, and self-administered response cost on academic performance in a normal classroom have not been clearly established. The purpose of the present study was to investigate the comparative effectiveness of each of these self-control procedures in increasing the spelling performances of 24 fourth- and fifth-grade students of average ability. Thirty-seven, twice daily spelling sessions were held three times a week. In a session, each student was administered a pretest of spelling words and then given ten minutes to study the first eight words that were missed. A posttest was given at the close of each session to evaluate the efficacy of study. During baseline, subjects were introduced to the method of studying words that was used throughout the investigation. In Phase 2, subjects self-monitored their pre- to posttest spelling scores and the number of words studied each session. In Phases 3 and 4, the effects of self-administered positive reinforcement and self-administered response cost contingencies were compared. Using a type of single-subject design called a simultaneous-treatment design, the two self-administered contingencies were implemented concurrently in the same phase while balanced over time periods. The results were analyzed by visual analysis which showed a progressive increase in the number of words studied across the phases of the study. This increase in study across phases was accompanied by a corresponding decrease in the number of posttest errors. Using a Wilcoxon signed-ranks test it was found that: (a) self-monitoring was associated with a significant increase in the study of words and a significant decrease in posttest errors as compared with baseline study rates; (b) self-administered positive reinforcement was significantly more effective than self-administered response cost in maintaining high rates of study; and (c) both self-administered contingencies were equally effective in eliciting fewer posttest errors. These results suggest that self-monitoring and self-administered contingencies are likely to augment spelling performance in the classroom.

PROCESSING TIME, QUESTION TYPE, AND COMPREHENSION OF COMPRESSED SPEECH WITH ADJUNCT PICTURES

Order No. DA8321380

TANTIBLARPHOL, SUBHREAWPUN, PH.D. *Indiana University*, 1983. 90pp. Chairperson: Dr. Lawson H. Hughes

Prior studies had shown that pictures facilitate the comprehension of speech at normal words-per-minute (wpm) rates. Also, a number of studies had shown that additional processing time in the form of brief pauses had a facilitating effect.

The purpose of the study was to determine the effects of four variables on the comprehension by elementary school children of recorded discourse. The variables were (a) duration of pauses between successive sentences making up the discourse, 0 or 4 sec, (b) wpm rate of the recorded discourse, 225 or 300 wpm, (c) whether pictures were presented along with 20 sentences forming a story, and (d) whether questions about the discourse were such as to make the pictures have a redundant, or else a contextual function. In addition, some subjects saw the pictures but did not hear the discourse. There were 144 participants, randomly assigned to 24 groups. A four-way analysis of variance was done, with number of questions answered correctly as the dependent variable.

The results were that adding pauses between successive sentences resulted in less loss in comprehension at the higher than at the lower rate. Adding pictures to the discourse improved comprehension. In contrast with prior research, the facilitating effect of the pictures was significantly greater at the higher rate. Adding redundant pictures improved comprehension, whereas adding contextual pictures did not. The performance of subjects who only saw the pictures was inferior, although substantial. It was concluded that in view of the several interactions between the four independent variables, statements of experimental findings are subject to several qualifications.

AN INVESTIGATION OF THE EFFECTIVENESS OF SELECTED VOCABULARY TEACHING STRATEGIES WITH INTERMEDIATE GRADE LEVEL CHILDREN

Order No. DA8316238

TOMS-BRONOWSKI, SUSAN C., PH.D. *The University of Wisconsin - Madison*, 1983. 275pp. Supervisor: Professor Dale D. Johnson

Investigators examining the effectiveness of vocabulary teaching techniques (dictionary usage, structural analysis, context, mnemonic devices) have shown that the specific teaching of vocabulary is desirable and indeed improves general word knowledge. Two vocabulary teaching strategies (semantic mapping and semantic feature analysis) that capitalize on learners' prior knowledge bases through the categorical arrangement of concepts have infrequently been directly investigated for general vocabulary acquisition. The present study compared the instructional strategies of semantic mapping and semantic feature analysis with a traditional contextual approach for vocabulary acquisition. The two research questions of interest were: (1) Are the two instructional strategies, Semantic Mapping and Semantic Feature Analysis as effective as the traditional approach of Contextual Analysis for vocabulary building? (2) Does the success of a particular teaching strategy depend on the performance measure taken?

Thirty-six intermediate grade-level classes (4, 5, 6) from two midwestern, suburban communities were taught a set of 15 target words in each of the three instructional conditions for each of three weeks. Classes were assessed at the end of each week with three tests designed to measure word knowledge in a manner reflecting each teaching strategy. All classes were also tested (on all 45 target words) at the end of the fourth week of the study with a comprehensive test that required recognition of a direct general definition.

Results of the study indicate that both Semantic Feature Analysis and Semantic Mapping were more effective than Context for general vocabulary acquisition. A repeated measures analysis of variance on the comprehensive dependent measure data indicated a treatment effect ($F = 18.94$, $p < .001$) where the Semantic Feature Analysis condition significantly outperformed the Semantic Mapping condition, and the Context condition respectively. Comparable analyses of weekly dependent measures data indicated that the Context treatment groups significantly outperformed the other treatment groups on the test that reflected their treatment.

The major conclusion of the study is that the two strategies which rely on categorization of concepts as influenced by students' prior knowledge bases do positively affect vocabulary acquisition. The type of test format utilized to assess word knowledge also influences student performance.

STAFF DEVELOPMENT PROGRAM HANDWRITING

Order No. DA8322659

UPTON, JEAN DUDLEY, ED.D. *Brigham Young University*, 1983. 129pp. Chairman: James E. Baird

The purposes of this study were to develop, implement, evaluate and study the effects of a staff development program on handwriting. The experimental design was a pretest-posttest control group design using first through sixth grade students from three school districts in Madera County, California.

Based upon observation and statistical analysis of the data, it was concluded that: there was a significant difference in improvement of students' handwriting in classrooms where teachers had received the staff development program and classrooms where teachers had not received the staff development program; significant improvement in both manuscript and cursive handwriting was obtained by teachers through the staff development program; significant positive change in attitude was obtained with respect to handwriting on the part of teachers after participation in the staff development program; and a significant positive correlation was found between the quality of the teacher's handwriting as a model for instruction and improvement achieved by students.

A DELPHIC STUDY OF PUBLIC, SECONDARY SCHOOL ENGLISH CURRICULA

Order No. DA8323354

WILLIAMS, NANCY MARILYN CROWE, PH.D. *The University of Mississippi*, 1983. 261pp. Director: Associate Professor Arlene O. Schrade

This study centers around the developments of global pressures, technological innovations, and social patterns which indicate the need for future planning in education reform. Special emphasis is directed toward the English curriculum.

The Delphi technique and its forecasting methods are an essential procedure for the three-fold purpose of the study. First, professional conjectures from panelists within the field of English assess current, public, secondary school English curricula; second, futuristic developments they anticipate which may directly or indirectly alter the future of this discipline are determined; third, curricular modifications in present English programs are recommended to better prepare students for the future.

Final Delphic recommendations utilizing panel assessments and the futures concept are directed toward techniques of change in educational planning through establishing new goals, utilizing non-traditional educational resources, and recommending tips for changing an old or restructuring a new curriculum.

Particular attention is paid to the English curricula. Different applications toward writing activities and subject matter are discussed. Competencies in skill areas are stressed. The aim of this study was not to predict and forecast the future but to influence the future through current educational planning and English curricula revisions.

THE EFFECTS OF *THINK*--A LANGUAGE ARTS THINKING SKILLS PROGRAM--ON SCHOLASTIC APTITUDE TEST (SAT) VERBAL SCORES AT A BALTIMORE CITY SENIOR HIGH SCHOOL Order No. DA8323605

WORSHAM, ANTOINETTE MARIA, PH.D. *University of Maryland*, 1982. 143pp. Supervisor: Dr. John C. Carr

To provide educators with data in the area of cognitive skill development, especially regarding the extent to which aptitude can be improved through the inclusion of thinking skills in the school curriculm, this study investigated the effects of a language arts thinking skills program, *Think*, on Scholastic Aptitude Test (SAT) verbal scores. To determine if participation in *Think* significantly increases SAT verbal scores, the study examined the following research questions: (1) Does participation in the *Think* Language Arts Program significantly improve student performance on the total verbal portion of the SAT? (2) Does participation in the *Think* Language Arts Program significantly improve student performance on the reading comprehension subsection of the SAT? (3) Does participation in the *Think* Language Arts Program significantly improve student performance on the vocabulary subsection of the SAT? (4) Are there any significant differences between the total verbal scores of male and female participants in *Think*?

The study compared the SAT verbal scores of two similar groups of seniors from the same urban high school. While the students in both groups had taken the SAT, only the experimental group participated in *Think*. Group comparability was established through ANOVA and *t*-test analyses on three pretest measures: the California Achievement Test (CAT) total verbal scores, and CAT reading comprehension and vocabulary subtest scores. Similar analyses were conducted on comparable SAT posttest measures: SAT total verbal scores and subtest scores in reading comprehension and vocabulary.

A mean increase of 52 points in the SAT total verbal scores was realized by the *Think* group. This difference was highly significant at the .0005 level. High significant differences also were found between the subtest scores of the two groups: .0019 for reading comprehension score increases and .0012 for vocabulary score increases. The researcher, therefore, concluded that *Think* had a positive effect on SAT scores and answered the first three research questions affirmatively. Because a significant and consistent disparity existed between the scores of the males and females in the experimental group prior to the treatment, the study provided no data upon which to base a definitive answer to the last research question.

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